**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_7th LA \_\_\_ **Grade/Course:** \_\_\_\_7th\_\_\_\_\_ **Date:** \_Day Four and Five\_\_\_\_\_

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| **Unit Title: Two Sides of Every Story** | | **Corresponding Unit Task: This is my story Part II** |
| **Unit EQ(s):** | How do different authors portray the same historical events or time periods in different ways?  How do different authors writing about the same topic shape their presentations of topics?  Why is it important to study historical events from a variety of perspectives? | |
| **Essential Vocabulary** | |  | | --- | | **Unit Vocabulary** | | **Civil Rights Movement-** <http://dictionary.reference.com/browse/civil+rights+movement?s=t>  **Vietnam War**- <http://dictionary.reference.com/browse/vietnam+war?s=t>  **Simile-**A comparison between two unlike things using a word such as like or as  **Metaphor-**A comparison between two unlike things in which one thing becomes another thing.  **Onomatopoeia-**The use of a word whose sound imitates or suggests its meaning.  **Audience-**the person or group for whom a selection is written or performed  **Bibliographic information-**sources consulted by a writer while conducting research  **Compare/Contrast Writing-**expository writing that describes similarities and differences between two or more subjects in order to achieve a specific purpose.  **Credible Source-**a source that is worthy of confidence or belief  **Historical Account-**a written work containing text based on history  **Key Event-**the single most important event in a narrative piece  **Poem/Poetry-**a composition written in verse that often uses rhythm and/or rhyme  \*Definitions taken from *Holt Elements of Literature* 2006 and *Mentoring Mind Common Core* flip chart | | |
| **Materials/Resources** | Laptop, projector, websites, literature book, short stories, etc…. | |

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| **Activating Strategy/ Bell Ringer** | Teacher models the Compare/Contrast Essay |
| **Balanced Literacy Components Addressed:**  X Reading  X Writing   * Word Study   X Speaking & Listening  **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  **RL 7.9**  **RI 7.9**  **SL 7.2**  **L 7.6**  **W.7.2 A-F**  **I Can Statements:**  **I can write a compare/contrast essay about the lives of two historical figures.**  **Instructional Plan:**   1. Using a Graphic Organizer, help students organize the sections of their Compare/Contrast essay about Rosa Parks and Nelson Mandela. 2. Students write their individual essays on their own. (This will serve as the Baseline Writing Assessment for the Writing Folder.) |
| **Closing/Summarizing Strategy** | Make sure all essays and materials are collected since this is the Baseline Writing Assessment. |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| Graphic organizer done individually | Given some prompts and ideas for their essay. We will also give them an outline to help with organization. | Continue vocabulary |
| **Assessment(s)** | Compare/Contrast Essay | | |
| **Reflection** |  | | |